



St Ignatius Catholic Primary School

URN: 149287

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

20–21 November 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Fully

The school is fully compliant with any additional requirements of the diocesan bishop

Fully

The school has responded to the areas for improvement from the last inspection

Yes

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements for the diocesan Bishop.
- All areas for improvement outlined in the previous diocesan inspection have been addressed in full.

What the school does well

- Pupils have a clear understanding of the principles of Catholic social teaching and how they relate to the school saints.
- Staff provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable.
- The behaviour of pupils is exemplary, consistently demonstrating courtesy and respect towards all they encounter.
- The leadership team and governing body have a strong understanding of the school's strengths and areas for development, which are addressed through appropriate training opportunities.
- Pupils really appreciate the fact that their voice matters, with the school listening and acting upon their views.

What the school needs to improve

- Empower pupils to plan and evaluate the quality of their own prayer and liturgy presentations.
- Develop opportunities for pupils to demonstrate and express a deeper understanding of their learning.
- Provide pupils with the setting and confidence to offer regular spontaneous prayer requests.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

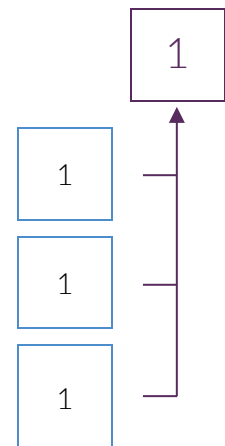
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at St Ignatius school know the mission and say it with pride. A parent summed up the school mission succinctly saying, 'There is a clear commitment to helping pupils grow spiritually as well as academically'. The recently introduced 'Spirits of the Saints' award scheme celebrates the pupils who quietly live out the school values and acknowledging that good deeds do not go unnoticed. Pupils are aware of the principles of Catholic social teaching and can make links between them and the lives of the school saints. They can tell how they fulfil the principle of the option for the poor through the outreach work they do such as weekly trips to the local food bank, the soup kitchen and visits to a local care home. They were also able to make links to scripture by referring to the feeding of the five thousand. Pupils are very proud to be part of the various leadership teams and the contribution they make to the school. They include the well-being champions, the pupil leadership group and the apostles liturgy team. A parent commented, 'My child was desperate to become a liturgy leader more than any other role, highlighting the importance placed on the role by the school'. Pupil leaders proposed that religious education should begin with a prayer and a lighted candle to show that it was special and different from other lessons. The school listened and this is now part of every religious education lesson.

There is a lived sense of community at St Ignatius, and staff feel privileged to be a part of it. This is evident through the high levels of care and support they have for one another and the pupils. Displays around the school are vibrant and engaging, reflecting the distinctive Catholic nature of the building. Vulnerable families are sensitively supported so that pupils flourish greatly. There is an embedded culture of welcome which is palpable in the everyday interactions, and a staff member noted, 'I feel Christ is at the heart of all we do here at St Ignatius, and that is evident in

the energy and warmth you receive from both pupils and staff from the moment you enter'. This is an inclusive school, and the increasing number of pupils with additional needs are given every opportunity to engage in all aspects of school life, ably assisted by the adults in their care. The recently appointed special educational needs coordinator has had a dramatic impact on the provision of services now available within the school and through the local authority. Relationships, sex and health education is carefully planned and celebrates a holistic vision of the human person. It is rooted in the teachings of the Church.

Leaders and governors are constantly evaluating their response to Catholic life and mission. They are a source of inspiration for the whole school community as reflected in parent and staff surveys. A staff member commented, 'I cannot stress enough how our school has been transformed into an amazing, vibrant Catholic school that truly lives out its faith.' Leaders work in a highly collaborative way with other schools in the trust to avail of good professional development and to share best practice. Links with the parish have been strengthened in recent years and the parish priest is also co-chair of the governing body. Each week a class attends Mass at the parish church, and there has been an increase in the number of altar servers at Sunday Mass. Leaders and governors have invested heavily in Catholic social teaching with displays on corridors and communal areas. The staff survey revealed that 100% of respondents agreed/strongly agreed that leaders and governors demonstrate respect for the rights and dignity of employees. New staff and early career teachers really appreciate the professional development they receive as well as the regular meetings with their partner teachers.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

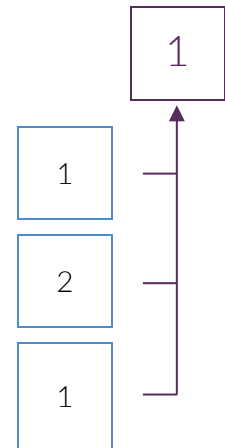
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils enjoy religious education and because of their positive attitude and behaviour, are fully engaged. Good use is made of retrieval practice at the start of every lesson to consolidate learning. The 'I wonder' open-ended questions for pupils to reflect upon are embedded across the school and are proving extremely effective. Learning in books indicates that most pupils are making good progress from their starting points. They are religiously literate and are able to use newly learned vocabulary both in verbal explanations and in their writing. The youngest children receive a secure start to their school life in this happy, nurturing and well-resourced environment. In the strongest lessons, pupils are encouraged to work collaboratively, and they enjoy learning with and from each other. Pupils of all ages can ask pertinent questions and give incisive responses. In a Reception lesson, the teacher asked why Jesus was born in a stable and a child responded by saying, 'Because Jesus was for everyone, not just the wealthy'. In a Year 2 lesson on the Annunciation, a pupil pointed out, 'Mary said yes and believed immediately, unlike Zechariah'. During a Year 6 lesson, a pupil sat in the hot seat pretending to be Miriam and answered pertinent questions from the class, including, 'What did it feel like to be living in a land where babies were being thrown into the river?'

Teachers have secure subject knowledge because of the high level of support they receive. They can see that the new *Religious Education Directory* is having a positive impact on outcomes. Teachers communicate carefully with pupils with an emphasis on cognitive load; text on slides and displays is kept to a minimum. They continue to develop their questioning techniques to assess pupils' understanding. The next step is to provide opportunities for all pupils to respond to questioning and adapt according to need. Pupils can articulate with confidence how their knowledge and understanding can transform the lives of others. Teachers allow pupils time and space for reflection in some lessons. The school should now consider different ways of doing

this that would allow pupils enough time to reflect on their work in a meaningful way. Resources are deployed effectively to support all learners, and teachers ensure that any adaptations made are purposeful and targeted. However, the school now needs to develop more opportunities for pupils to demonstrate and express a deeper understanding of their learning. Effort is often celebrated, leading to good levels of motivation from pupils with weekly headteacher celebrations, messages sent to parents and the extremely popular 'Do Jo' points system.

Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the *Directory*. Professional development is given priority and valued by all. A teacher commented, 'We are in the early stages of planning from the *Directory*, but we have received really good training and feel much more confident in delivering'. Leaders ensure that the subject is the core of the core in the school. This is confirmed by the generous funding for the subject in recent years. Religious education is also comparable to the other core subjects in terms of resourcing and timetabling. The subject lead is currently the headteacher, and her passion and love of the subject permeates through the school. Her knowledge and expertise have resulted in significant improvements within a considerably short space of time. There is a clear approach across the school as to how a religious education lesson should be structured, and prior learning is always revisited, based on the principle of 'knowing more, remembering more, doing more'. The link governor for religious education and the headteacher monitor the subject monthly and report back to the rest of the governing body. Governors, including the parish priest, are highly effective and know what outstanding religious education looks like. Enrichment activities have included Year 2 pupils visiting the National Gallery to explore the theme of religious art.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

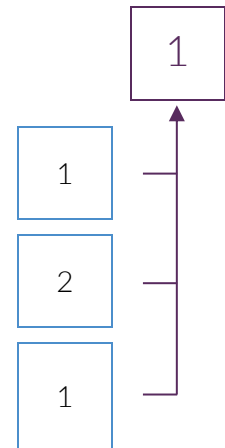
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



The school engages pupils deeply and leads them to full conscious participation in prayer and liturgy. They demonstrate this in their attentiveness, participation, prayerful silence and communal singing. Pupils use and understand a variety of prayer techniques including visio divina, lectio divina and the examen. A parent commented, "Teaching the children 'Jesus loves me very much' and 'He is my best friend' on their fingers is lovely to see." These experiences are carefully linked to the liturgical year, and this ensures greater meaning for pupils as well as stronger parish and school links. Pupils work collaboratively with teachers and each other to prepare well-constructed prayer and liturgy. However, they now need to be given more opportunities to plan their own presentations, and they also need to evaluate their work, identifying how to improve for next time. Pupils are able to make meaningful links between prayer life and their learning in religious education; a Reception teacher wondered aloud what type of king the baby Jesus might become - a child responded, 'The king of love'.

Worship at St Ignatius always involves opportunities to listen, reflect on and discuss scripture at an age-appropriate level. A member of staff commented, 'prayer is at the heart of our school, offering pupils regular moments for reflection, gratitude and a deeper connection with God'. There is a naturally embedded pattern of prayer that is a foundation for daily routines. The celebration of the word is consistently presented throughout the school using the four-part plan: gathering; scripture; response; going forth. Moments of joy are celebrated, and times of sadness are recognised in the prayer life of the school with the whole community including parents and parishioners, coming together to offer prayers and support. The breadth and richness of the Catholic tradition are fully explored with the rosary recited every morning throughout May and October at the front of the school with parents accompanying their children. Younger children develop an understanding of Biblical stories through the use of puppets while Godly Play

equipment also enables staff to make scripture accessible to all. However, some of the worship observed at upper Key Stage 2 requires more depth. At the end of a class worship a pupil asked if she could make a prayer request. This was then followed by other children wishing to do the same. More opportunities for spontaneous prayer requests for all age groups are required, so that it becomes a common feature throughout the school.

School leaders and governors have a clear vision for the progression of skills in prayer and liturgy, and this nurtures the staff and pupils' relationship with God. Priority is given to professional development, and as a result staff understand the centrality of prayer to the life of the school. This was reinforced by a parent who said, 'My daughter loves the class worship, which has boosted her confidence and empathy, teaching her the value of helping others'. The school calendar reflects significant dates in the liturgical year, and pupils are provided with regular opportunities to celebrate Mass. The headteacher is an authentic Catholic leader and an excellent role model for the entire school community. She fulfils her role with humility and service towards others at all times. Leaders and governors are to be commended for ensuring that staff have received high-quality professional development not just from senior staff, the trust and the diocese, but from the neighbouring diocese as well. Consequently, pupils can lead prayer and liturgy in their classes and key stage assemblies. They are able to include a range of ways of praying in their worship, showing confidence and a strong understanding of scripture across the liturgical year. A staff member noted, 'Prayer has encouraged pupils to explore their spirituality more openly and to develop a genuine love for Jesus in their daily lives'.

Information about the school

Full name of school	St Ignatius Catholic Primary School
School unique reference number (URN)	149287
School DfE Number (LAESTAB)	9363459
Full postal address of the school	Green Street, Sunbury on Thames, Surrey, TW16 6QG
School phone number	01932785396
Executive headteacher	Click or tap here to enter text.
Headteacher	Hanorah Murphy
Co-chair of governors	Gavin Davies & Fr Christian De Lisle
School Website	http://www.st-ignatius.surrey.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Ascension Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	2

The inspection team

Dermot O'Neill

Geraldine Hampton

Lead

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement